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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Speaking is a very important skill in learning a foreign language. It is one of the important skills in English that should be mastered by us especially for students. It is a way for students to express their knowledge, to share their feelings and speaking performance. Because of that, they should be to speak clearly, fluently and accurately to make people understand what they are talking about.

A language will be successfully learned when it is spoken as Johnson in Burns (2012) described speaking as a “combinatorial skill” that “involves doing various things at the same time”. As a part of language, teaching speaking is an important skill as well as reading, listening and writing. To master speaking ability students should practice every day. The students should also know the English sound, structure, vocabulary and culture of the language their speaking ability.

Speaking is a productive skill which has some problems for the students in every level. It demand students to convey their ideas. According to Burns (2012) *Speaking Skills* means developing the ability to process speech quickly to increase fluency (e.g. speech rate, chunking, pausing, formulaic language, discourse markers). However, speaking is difficult for the students. Because in speaking English the students not only speak, but also have adequate vocabulary to speak English. Moreover, low motivation is

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another problem which causes the students shy and less confidence to speak English. Additionally, students are afraid of making mistakes in speaking. For Example: when the students are given a situation by the teacher to be discussed. When the students have an idea about the result of their discussion, students have no confidence to share it with other friends because the students feel afraid of formulating English sentences correctly. Lack of vocabulary may cause those problem.

In teaching learning process, teaching is the most important aspect must be noticed, but in addition assessment from the learning process also needed. Juwah (2003) said that peer assessment is an interactive and dynamic process that involves learners in assessing, critiquing and making value judgment on the quality and standard of work of other learners, and providing feedback orally to peers to enable them enhance performance. It can be concluded that assessment is judgement based on several criteria to know the learners understanding. There are three assessment namely self assessment, peer assessment, and self-peer assessment.

Boud and Falchikov (1998) in Sluijsmans *et.al.* (1998) stated that self assessment refers to the involvement of learners in making judgement about their own learning, particularly about their achievements and the outcomes of their learning. Learners are evaluate their own ability based on what they get during the learning process whether their knowledge increase or not.

Falchikov (1995) in Sluijsmans *et.al.* (1998) defined peer assessment as the process whereby groups or individuals rate their peers. In here, learners

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were in a group and he/she assessed by their group friends. If a person makes a mistake, he/she will be evaluated by their friends in that group. Group work provide every team member full opportunities to give play according to their capability and establish good relations of cooperation with friends of how work in group. Besides that, learners can see their friends ability in English. In peer assessment students will study in a group, they will present a story orally. Other students listen and mark the incorrect spelling, they will take turns in reading the text. At the end, all group members will judge their friends one by one, so students will speak based on their own opinion. It can be one of some ways to make students speak up.

According to Sluijsmans *et.al.* (1998) self- and peer- assessment are combined when students are assessing peers but the self is also included as a member of the group and must be assessed. There the learners are assessing and also assessed, a person will assessing him/her friends and she/he will assessed by him/her self. This kind of assessment will takes a lot of time.

Vocational High School Muhammadiyah 2 Pekanbaru is one of the vocational school in Pekanbaru. This school uses 2013 curriculum as guidance in teaching and learning process. Based on the 2013 curriculum of the eleventh grade of Vocational high school, speaking is one of the skills in mastering English that must be taught and learned in Vocational High School. It is taught to the students two periods a week by the English teacher. In scoring the students, there are four English skills that should be learned by the students such as speaking, writing, listening and reading. There are two basic

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competences required in speaking. For examples, the students are able to analyze meaning in formal transactional/interpersonal spoken and written text and also the students are able to speak based on spoken and written text to express their opinions, ideas and also responses. And the results showed that students are able to realistically assess their group members' oral language ability under certain conditions regarding attitudes, the researchers found that their language students in general had a very negative attitude towards peer assessment, quoting reasons such as the subjectivity of the task, the unfairness of the whole exercise, the strangeness of the activity, loss of face in front of class-mates, and feelings of being inexperienced, unqualified and not proficient enough in English to assess their peers' oral proficiency.

Based on a preliminary study in Vocational High School Muhammadiyah 2 Pekanbaru writer is clear that some of the students still face problems and difficulties in English, especially in term of speaking. Students' speaking skills are still far from the desired expectations of the curriculum itself. The writer can prove this by the results of the students' minimum score who do not achieve the targets set by the school. The writer found the following phenomena:

1. Some of students were low motivation of learning speaking.
2. Some of students were low interaction between one student and others because the teacher's roles only asks the students to perform the result in front of the class.



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3. Some of students were passive in learning speaking because students were shy and afraid of expressing their ideas
4. Some of students were not confident in their oral language.

Based on the phenomena depicted above, the writer is interested in investigating the phenomena above into a research entitled: **“The Relationship Between Students’ Peer Assessment and their Speaking Skill at the Eleventh Grade of Vocational High School Muhammadiyah 2 Pekanbaru”**

## B. The Problem

### 1. Identification of the Problem

Based on the background above, the problem of this research are identified as follow:

- a. How is Students’ peer assessment of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru?
- b. How is students’ speaking skill of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru?
- c. Is there any significant relationship between students’ peer assessment and their speaking skill of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru ?

### 2. Limitation of the Problem

After describing identification of the problem above, thus, the writer needs to limit and focus into the relationship of *students’ peer assessment*

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and *their speaking skill* of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru”.

### 3. Formulation of the Problem

Based on the problems limited above, it can be formulated as follows: is there any significant relationship or not between the students' peer assessment and their speaking skill at the eleventh grade of Vocational High School Muhammadiyah 2 Pekanbaru?

## C. Objective and Significance of the Research

### 1. Objective of the Research

- a. To determine the students' peer assessment of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru.
- b. To determine the students' speaking skill of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru.
- c. To determine whether there is or not significant relationship between students' peer assessment and their speaking skill of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru.

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## **2. Significance of the Research**

1. Hopefully, this research is able to benefit the writer as a novice researcher learn how to conduct a research.
2. These research findings also expected to be useful and valuable, especially for students and the teachers of English at Vocational High School Muhammadiyah 2 Pekanbaru as their future learning focus.
3. These research findings are expectedly practical and theoretical information in order to develop the theories in English language teaching.

## **3. Reason for Choosing the Title**

There are some reasons, why the writer is interested in carrying out this research. The reasons are as follows:

1. This research is relevant to writer's status as a students of English Education Department in State Islamic University of Sultan Syarif Kasim Riau.
2. This title of this is not yet investigated by other previous researchers.
3. The location of the research facilitates the writer for conducting the research.

## **4. Definition of the Term**

These are several terms are applied in this research. In order to avoid misunderstanding toward the terms used, these, the following terms are necessarily defined:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

## **1. Relationship**

According to Cambridge Advanced Learner's Dictionary, relationship means that the way in which two things are connected. Moreover, in Oxford Learners' Pocket Dictionary, relationship means that the way in which two people, countries, etc behave towards or deal with each other. The researcher wants to know about the connection between two variables. In which this terms related to correlation research.

Yet in this research, relationship is defined as the connection between students' peer assessment and their speaking skill of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru.

## **2. Speaking**

Johnson in Burns (2012) described speaking as a "combinatorial skill" that "involves doing various things at the same time". In addition, Wahyudi (2013) says "speaking" is one of productive skill which is the ability in using language orally through sound to present information, produce, ideas, and express meaning. So, speaking is a desire, or an activity or an ability of person to express their ideas, feeling, opinion of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru.

## **3. Peer Assessment**

Cheng and Warren (2005) said that peer assessment is one of the alternative assessments believed to enable learners to develop abilities and skills more than the teacher alone assessment. Sluijsmans et al. (1999) stated peer assessment as a grading procedure and a learning process in which



skills are developed. Falchikov in Sluijsmans et al. (1999) defined peer assessment as the process whereby groups of individuals rate their peers. In simple terms, peer assessment refers to students assessing their peers' work and providing grades and/or feedback. So, peer assessment is the assessment which the students can access and develop their skill of the eleventh grade at Vocational High School Muhammadiyah 2 Pekanbaru.

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